

Ebenezer Avenue Elementary

242 Ebenezer Avenue
Rock Hill, SC 29730

Grades	K-5 Elementary School	
Enrollment	347 Students	
Principal	Tanya Campbell	803-981-1435
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	51	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	Yes
2004	Good	Good	Yes
2005	Good	Below Average	Yes
2006	Average	Unsatisfactory	Yes

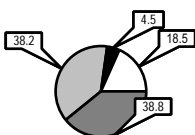
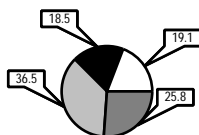
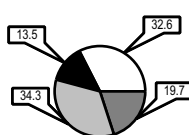
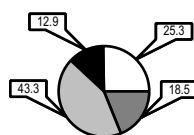
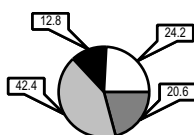
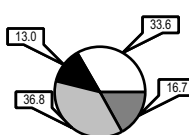
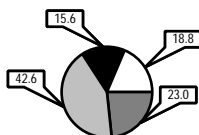
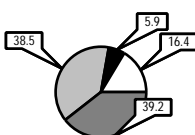
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	193	100.0	17.6	38.6	39.2	4.5	57.4	Yes	Yes
Gender									
Male	102	100.0	21.3	48.9	25.5	4.3	45.7	N/A	N/A
Female	91	100.0	13.4	26.8	54.9	4.9	70.7	N/A	N/A
Racial/Ethnic Group									
White	108	100.0	9.2	35.7	48.0	7.1	73.5	Yes	Yes
African American	57	100.0	28.8	38.5	30.8	1.9	40.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	38.9	33.3	27.8	0.0	33.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	156	100.0	9.4	39.6	45.3	5.8	66.2	N/A	N/A
Disabled	37	100.0	48.6	35.1	16.2	0.0	24.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	17.6	38.6	39.2	4.5	57.4	N/A	N/A
English Proficiency									
Limited English Proficient	19	100.0	38.9	38.9	22.2	0.0	27.8	I/S	I/S
Non-Limited English Proficient	174	100.0	15.2	38.6	41.1	5.1	60.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	106	100.0	26.3	38.9	32.6	2.1	44.2	Yes	Yes
Full-pay meals	87	100.0	7.4	38.3	46.9	7.4	72.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	193	100.0	18.2	36.9	26.1	18.8	61.9	Yes	Yes
Gender									
Male	102	100.0	18.1	36.2	24.5	21.3	59.6	N/A	N/A
Female	91	100.0	18.3	37.8	28.0	15.9	64.6	N/A	N/A
Racial/Ethnic Group									
White	108	100.0	8.2	37.8	28.6	25.5	72.4	Yes	Yes
African American	57	100.0	34.6	34.6	23.1	7.7	44.2	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	27.8	33.3	22.2	16.7	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	156	100.0	10.1	36.7	31.7	21.6	73.4	N/A	N/A
Disabled	37	100.0	48.6	37.8	5.4	8.1	18.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	18.2	36.9	26.1	18.8	61.9	N/A	N/A
English Proficiency									
Limited English Proficient	19	100.0	27.8	33.3	27.8	11.1	55.6	I/S	I/S
Non-Limited English Proficient	174	100.0	17.1	37.3	25.9	19.6	62.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	106	100.0	30.5	37.9	20.0	11.6	44.2	Yes	Yes
Full-pay meals	87	100.0	3.7	35.8	33.3	27.2	82.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	193	100.0	31.8	34.7	19.9	13.6	33.5
Gender							
Male	102	100.0	35.1	31.9	17.0	16.0	33.0
Female	91	100.0	28.0	37.8	23.2	11.0	34.1
Racial/Ethnic Group							
White	108	100.0	18.4	36.7	23.5	21.4	44.9
African American	57	100.0	50.0	30.8	13.5	5.8	19.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	44.4	38.9	16.7	0.0	16.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	156	100.0	21.6	39.6	23.0	15.8	38.8
Disabled	37	100.0	70.3	16.2	8.1	5.4	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	31.8	34.7	19.9	13.6	33.5
English Proficiency							
Limited English Proficient	19	100.0	50.0	38.9	11.1	0.0	11.1
Non-Limited English Proficient	174	100.0	29.7	34.2	20.9	15.2	36.1
Socio-Economic Status							
Subsidized meals	106	100.0	47.4	31.6	14.7	6.3	21.1
Full-pay meals	87	100.0	13.6	38.3	25.9	22.2	48.1

Social Studies							
All Students	193	100.0	24.4	43.8	18.8	13.1	31.8
Gender							
Male	102	100.0	25.5	36.2	20.2	18.1	38.3
Female	91	100.0	23.2	52.4	17.1	7.3	24.4
Racial/Ethnic Group							
White	108	100.0	18.4	39.8	26.5	15.3	41.8
African American	57	100.0	32.7	42.3	13.5	11.5	25.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	38.9	50.0	0.0	11.1	11.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	156	100.0	14.4	48.9	20.9	15.8	36.7
Disabled	37	100.0	62.2	24.3	10.8	2.7	13.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	24.4	43.8	18.8	13.1	31.8
English Proficiency							
Limited English Proficient	19	100.0	38.9	61.1	0.0	0.0	0.0
Non-Limited English Proficient	174	100.0	22.8	41.8	20.9	14.6	35.4
Socio-Economic Status							
Subsidized meals	106	100.0	35.8	44.2	12.6	7.4	20.0
Full-pay meals	87	100.0	11.1	43.2	25.9	19.8	45.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	58	100.0	18.2	21.8	52.7	7.3	60.0
	4	76	100.0	16.4	37.3	46.3	0.0	46.3
	5	59	100.0	14.6	54.2	29.2	2.1	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	10.2	32.7	44.9	12.2	57.1
	4	67	100.0	20.3	39.0	37.3	3.4	40.7
	5	71	100.0	20.6	42.6	36.8	0.0	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	58	100.0	10.9	54.5	23.6	10.9	34.5
	4	76	100.0	11.9	35.8	40.3	11.9	52.2
	5	59	100.0	14.6	41.7	22.9	20.8	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	14.3	46.9	26.5	12.2	38.8
	4	67	100.0	18.6	28.8	30.5	22.0	52.5
	5	71	100.0	20.6	36.8	22.1	20.6	42.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	58	100.0	29.1	50.9	18.2	1.8	20.0
	4	76	100.0	34.3	35.8	20.9	9.0	29.9
	5	59	100.0	25.0	45.8	14.6	14.6	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	34.7	30.6	22.4	12.2	34.7
	4	67	100.0	28.8	30.5	23.7	16.9	40.7
	5	71	100.0	32.4	41.2	14.7	11.8	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	58	100.0	10.9	45.5	25.5	18.2	43.6
	4	76	100.0	16.4	44.8	32.8	6.0	38.8
	5	59	100.0	22.9	50.0	18.8	8.3	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	14.3	32.7	38.8	14.3	53.1
	4	67	100.0	28.8	45.8	13.6	11.9	25.4
	5	71	100.0	27.9	50.0	8.8	13.2	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.4%	Down from 1.9%	2.8%	2.8%
Attendance rate	96.8%	Up from 96.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.3%	0.3%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.1%	0.1%	0.0%
Eligible for gifted and talented	21.7%	Up from 13.3%	12.9%	10.4%
On academic plans	0.0%	N/AV	31.7%	33.6%
On academic probation	0.0%	N/AV	1.3%	1.0%
With disabilities other than speech	10.0%	Up from 7.4%	7.9%	7.5%
Older than usual for grade	1.2%	Up from 0.6%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	60.0%	Down from 62.5%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	4.3%	Down from 4.8%	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 89.1%	88.8%	87.3%
Teacher attendance rate	95.3%	Up from 95.0%	95.0%	94.9%
Average teacher salary	\$45,127	Down 3.2%	\$42,944	\$42,485
Prof. development days/teacher	17.5 days	Up from 15.3 days	14.0 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.4 to 1	18.9 to 1	18.6 to 1
Prime instructional time	91.0%	Up from 90.8%	90.1%	89.7%
Dollars spent per pupil*	\$6,520	Down 4.1%	\$6,407	\$6,557
Percent of expenditures for teacher salaries*	57.7%	Down from 71.1%	65.0%	64.0%
Percent of expenditures for instruction*	73.4%		70.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-2006 school year, students Soared into Learning with engaging work each day at Ebenezer Avenue Elementary School, a Flagship School of Promise, Red Carpet School and Palmetto Silver Award Winner. Our faculty members also soared into excellence. During the district general meeting in August, Guidance Counselor Robin Ellison was named as the Rock Hill District Three Teacher of the Year. In September, First Grade Teacher Lynette Bell was named as a finalist for the National Christian Educator of the Year.

Ebenezer Avenue Elementary School is fortunate to have an active Parent Teacher Organization and School Improvement Council members who volunteer in our school on a daily basis. Under the leadership of PTO President Jodie Coulson, PTO members raised money to purchase books for all teachers' classrooms, and volunteers participated in the new Literacy Leaders Reading Tutoring Program. All Ebenezer Ave. students were given the opportunity to enjoy hearing children's book illustrator James Ransome as he presented a slide show of his work. Ransome shared with students how he paints and draws his illustrations. Also, students learned how to make their own sweetgrass baskets when SC Artist in Residence, Henrietta Snype taught them the history and craft of basket making, an African art tradition that has been practiced for many years in South Carolina.

As a way to ensure that all students are involved at Ebenezer Avenue Elementary School, students had the opportunity to participate in some of the following programs: Morning TV Show, Character Hall of Fame, Accelerated Reader, Spelling Bee, Geography Bee, Red Ribbon Week, Terrific Kids, Life Skills, Book Fair, STAR Mentoring Program, Student Council, Safety Patrol, Clean and Green Recycling Program, Lt. Governor's Essay Contest, Computer Lab, Homework Club Reading Recovery, Birthday with the Principal, Field Day, and PTO Programs.

In order to improve students' academic performance, teachers and instructional assistants met during common planning times to ensure that all teachers were teaching the South Carolina Curriculum Standards. Faculty members participated in a literacy study group after school every other week. By focusing on providing engaging work for their students, teachers were able to provide effective instruction and promote literacy and writing across the language arts, math, science and social studies curriculum areas.

At Ebenezer Avenue Elementary School, our priorities for the 2006-2007 school year will include improved performance on PACT and a continued focus on Student Engagement or Working on the Work. We will continue to Engage Students for Successful Futures!

Anne S. Smith - Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	67	58
Percent satisfied with learning environment	95.7%	92.5%	96.5%
Percent satisfied with social and physical environment	100.0%	84.8%	93.1%
Percent satisfied with school-home relations	100.0%	92.5%	89.7%

*Only students at the highest elementary school grade level at this school and their parents were included.